

Culminating Teaching Experience Rubric

Score Level 4. The response provides evidence that clearly, consistently, and convincingly demonstrates the teacher candidate's ability to learn about students, create and maintain the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, assess student learning, analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.

Planning Instruction and Designing Learning Experiences for Students

TPE 8, 9

The candidate learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:

- establishing clear and appropriate goals for student learning, based on state-adopted frameworks and academic content standards for students
- obtaining detailed and relevant information about the class as a whole and about selected students including linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning relevant and appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted frameworks and academic content standards for students
- selecting or adapting relevant and appropriate instructional strategies, grouping strategies, and instructional materials to assist students to achieve learning goals and meet all students' needs

Creating and Maintaining Effective Environments for Student Learning

TPE 10, 11

The candidate establishes a climate for learning and uses instructional time appropriately, as evidenced by:

- allocating instructional time appropriately
- establishing clear and appropriate procedures for routine tasks and managing transitions to maximize instructional time
- developing and maintaining clear and appropriate expectations for academic and social behavior
- creating and maintaining a positive climate for learning

Engaging and Supporting Students in Learning

TPE 4, 5, 6, 7

The candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:

- using relevant and developmentally appropriate instructional strategies and activities according to purpose and lesson content
- making relevant and appropriate plans for students who have special needs or abilities
- drawing upon detailed and relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language
- knowing and applying relevant and appropriate instructional practices for English Language Development
- ensuring the active and equitable participation of all students

Making Subject Matter Comprehensible to Students

TPE 1

The candidate knows the state-adopted content standards for students, as evidenced by:

- demonstrating a detailed and accurate understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to all students

Assessing Student Learning

TPE 2, 3

The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing detailed and accurate feedback to students
- using classroom assessments appropriately and analyzing student work accurately

Developing as a Professional Educator

TPE 13

The candidate reflects on the instructional experience and student learning, as evidenced by:

- providing detailed and relevant reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness

Culminating Teaching Experience Rubric

Score Level 3. The response provides evidence that clearly demonstrates the teacher candidate's ability to learn about students, create and maintain the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, assess student learning, analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is appropriate, relevant, or accurate. Evidence is connected across the response.

Planning Instruction and Designing Learning Experiences for Students

TPE 8, 9

The candidate learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:

- establishing appropriate goals for student learning, based on state-adopted frameworks and academic content standards for students
- obtaining relevant information about the class as a whole and about selected students including linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning appropriate instruction in relation to the content area and subject matter to be taught and in accordance with state-adopted frameworks and academic content standards for students
- selecting or adapting appropriate instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and meet students' needs

Creating and Maintaining Effective Environments for Student Learning

TPE 10, 11

The candidate establishes a climate for learning and uses instructional time appropriately, as evidenced by:

- allocating instructional time appropriately
- establishing appropriate procedures for routine tasks and managing transitions to maximize instructional time
- developing and maintaining appropriate expectations for academic and social behavior
- creating and maintaining a positive climate for learning

Engaging and Supporting Students in Learning

TPE 4, 5, 6, 7

The candidate uses and adapts strategies and activities for instruction and learning, as evidenced by:

- using developmentally appropriate instructional strategies and activities according to purpose and lesson content
- making appropriate plans for students who have special needs or abilities
- drawing upon relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and allowing students to express meaning, including in their first language
- knowing and applying appropriate instructional practices for English Language Development
- ensuring the active and equitable participation of most students

Making Subject Matter Comprehensible to Students

TPE 1

The candidate knows the state-adopted content standards for students, as evidenced by:

- demonstrating an accurate understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to all students

Assessing Student Learning

TPE 2, 3

The candidate uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using progress monitoring appropriately at key points during instruction to determine whether students are progressing adequately and providing accurate feedback to students
- using classroom assessments and analyzing student work accurately

Developing as a Professional Educator

TPE 13

The candidate reflects on the instructional experience and student learning, as evidenced by:

- providing relevant reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness

Culminating Teaching Experience Rubric

Score Level 2. The response provides evidence that partially demonstrates the teacher candidate's ability to learn about students, create and maintain the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, assess student learning, analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.

Planning Instruction and Designing Learning and Experiences for Students

TPE 8, 9

The candidate minimally learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:

- establishing some appropriate and some inappropriate goals for student learning, based on state-adopted frameworks and academic content standards for students
- obtaining cursory information about the class as a whole and about selected students such as linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning instruction that is not clearly or coherently related to the content area and subject matter to be taught and/or is minimally in accordance with state-adopted frameworks and academic content standards for students
- selecting or adapting instructional strategies, grouping strategies, and instructional materials that minimally assist students in achieving learning goals or that are inconsistent in meeting students' needs

Creating and Maintaining Effective Environments for Student Learning

TPE 10, 11

The candidate minimally establishes a climate for learning and uses instructional time appropriately, as evidenced by:

- sometimes appropriately and sometimes inappropriately allocating instructional time
- establishing inconsistent or minimal procedures for routine tasks and management of transitions
- developing and maintaining ambiguous or inconsistent expectations for academic and social behavior
- creating a climate that is sometimes appropriate for learning

Engaging and Supporting Students in Learning

TPE 4, 5, 6, 7

The candidate minimally uses and adapts strategies and activities for instruction and learning, as evidenced by:

- using ambiguous or inconsistent strategies and activities according to purpose and lesson content
- making inconsistent or minimal plans for students who have special needs or abilities
- drawing upon minimal or cursory information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language
- a limited knowledge and/or ambiguous application of instructional practices for English Language Development
- ensuring the active and equitable participation of some student

Making Subject Matter Comprehensible to Students

TPE 1

The candidate minimally knows the state-adopted content standards for students, as evidenced by:

- demonstrating a cursory or limited understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to students

Assessing Student Learning (TPE 2, 3)

The candidate minimally uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using progress monitoring sometimes appropriately and sometimes inappropriately during instruction to determine whether students are progressing and/or providing minimal or limited feedback to students
- using ambiguous classroom assessments and cursory or inconsistent analysis of student work

Developing as a Professional Educator

TPE 13

The candidate minimally reflects on the instructional experience and student learning, as evidenced by:

- providing cursory or limited reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness

Culminating Teaching Experience Rubric

Score Level 1. The response provides evidence that does little or nothing to demonstrate the teacher candidate's ability to learn about students, create and maintain the classroom environment, plan for instruction, make adaptations to the plan to meet student needs, teach and videotape the lesson, assess student learning, analyze the evidence of student learning and the effectiveness of the lesson, and reflect on the instructional experience. The preponderance of evidence provided for each of the following domains is inappropriate, irrelevant, inaccurate, or missing. Evidence is unconnected across the response.

Planning Instruction and Designing Learning Experiences for Students

TPE 8, 9

The candidate insufficiently learns about her or his students and uses this information to plan instruction and assessment, as evidenced by:

- establishing inappropriate or no goals for student learning based on state-adopted frameworks and academic content standards for students
- obtaining irrelevant or no information about the class as a whole and about selected students including linguistic background; academic language abilities, content knowledge, and skills; physical, social, and emotional development; cultural and health considerations; and interests
- planning inappropriate or no instruction related to the content area and subject matter to be taught and/or instruction not in accordance with state-adopted frameworks and academic content standards for students
- selecting or adapting inappropriate or no instructional strategies, grouping strategies, and instructional materials that assist students to achieve learning goals and do not meet students' needs

Creating and Maintaining Effective Environments for Student Learning

TPE 10, 11

The candidate insufficiently establishes a climate for learning and uses instructional time appropriately, as evidenced by:

- allocating instructional time inappropriately
- establishing inappropriate or no procedures for routine tasks and management of transitions
- developing and maintaining inappropriate or no expectations for academic and social behavior
- creating a climate that is inappropriate for learning

Engaging and Supporting Students in Learning

TPE 4, 5, 6, 7

The candidate insufficiently uses and adapts strategies and activities for instruction and learning, as evidenced by:

- using developmentally inappropriate or no instructional strategies and activities according to purpose and lesson content
- making inappropriate or no plans for students who have special needs or abilities
- drawing upon irrelevant or no information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, for planning, and/or allowing students to express meaning, including in their first language
- knowing and applying inappropriate or no instructional practices for English Language Development
- ensuring the active and equitable participation of few or no students

Making Subject Matter Comprehensible to Students

TPE 1

The candidate insufficiently knows the state-adopted content standards for students, as evidenced by:

- demonstrating an inaccurate or no understanding of subject-specific pedagogical skills for teaching the state-adopted frameworks and academic content standards to students

Assessing Student Learning

TPE 2, 3

The candidate insufficiently uses assessment to obtain information about student learning and to plan further instruction, as evidenced by:

- using progress monitoring inappropriately or not at all during instruction to determine whether students are progressing and/or providing inaccurate or no feedback to students
- using inappropriate or no classroom assessments and inaccurate or no analysis of student work

Developing as a Professional Educator

TPE 13

The candidate insufficiently reflects on the instructional experience and student learning, as evidenced by:

- providing irrelevant or no reflection and feedback on the results of the instruction and adaptations made in order to improve teaching effectiveness